

Chinese marking guide

External assessment

Combination response (55 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide

Short response in English (17 marks)

Q	Student response	The response:	M
1a	The speaker is congratulating the school magazine team by telling them that they did a good job on the magazine. The speaker expresses gratitude for their effort by saying 'well done, I thank you for your hard work'.	<ul style="list-style-type: none"> states the purpose provides 2 examples that support this statement 	3
		<ul style="list-style-type: none"> states the purpose provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides 2 relevant examples 	2
		<ul style="list-style-type: none"> states the purpose <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in Chinese, states the purpose and provides 2 examples that support this statement 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
1b	The school magazine team would feel appreciated because the 'process was long and tiring' but 'the result was positive'. Challenges were acknowledged by the speaker, such as the team 'covered all the major events in the school calendar [and] different groups within the school', and managed time wisely to 'arrange time with different people for photo shooting' and waited for weeks for 'teachers and students to finish their stories'.	<ul style="list-style-type: none"> states how the audience is feeling provides 2 examples that support this statement 	3
		<ul style="list-style-type: none"> states how the audience is feeling provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides 2 relevant examples 	2
		<ul style="list-style-type: none"> states how the audience is feeling <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in Chinese, states how the audience is feeling and provides 2 examples that support this statement 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Student response	The response:	M
2	<p>The speaker was satisfied with the final product.</p> <p>She described the final product as ‘positive’ as all teachers and students liked the school magazine and she says that many in the school community will look back at their work. Furthermore, this school magazine was excellent because it helped people remember the good experiences of their last year of school.</p>	<ul style="list-style-type: none"> states whether or not the speaker was satisfied provides 2 examples that support this statement 	3
		<ul style="list-style-type: none"> states whether or not the speaker was satisfied provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides 2 relevant examples 	2
		<ul style="list-style-type: none"> states whether or not the speaker was satisfied <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in Chinese, states whether or not the speaker was satisfied and provides 2 examples that support this statement 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
3	<p>The speaker feels grateful. He says ‘I was lucky’ and ‘I also learnt ... to say “thank you” for many new experiences of life’. He also noted that the Chinese school where he was studying started at 7.30, which is pretty early.</p>	<ul style="list-style-type: none"> states how the speaker feels provides 3 examples that support this statement 	4
		<ul style="list-style-type: none"> states how the speaker feels provides 2 examples that support this statement 	3
		<ul style="list-style-type: none"> states how the speaker feels provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides 2 relevant examples 	2
		<ul style="list-style-type: none"> states how the speaker feels <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in Chinese, states how the speaker feels and provides 3 examples that support this statement 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Student response	The response:	M
4	I think that the speaker in Stimulus 2 had a more enriching experience because he has learnt about Chinese culture firsthand: 'I didn't only improve my Chinese language skills, but I also learnt about a new culture.' He also has learnt to appreciate the simple things in life, such as having heaters or air con in the classroom: 'The schools over there also don't have coolers or heaters ... I had never experienced this in my north Queensland school.' He even adds that he has learnt to 'say "thank you" for the little things in life'.	<ul style="list-style-type: none"> states which speaker had a more enriching experience provides 3 examples that support this statement 	4
		<ul style="list-style-type: none"> states which speaker had a more enriching experience provides 2 examples that support this statement 	3
		<ul style="list-style-type: none"> states which speaker had a more enriching experience provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides 2 relevant examples 	2
		<ul style="list-style-type: none"> states which speaker had a more enriching experience <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in Chinese, states which speaker had a more enriching experience and provides 3 examples that support this statement 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Short response in Chinese (17 marks)

Q	Sample response	The response:	M	The response	M
5	<p>看了这个广告，在香港学习即将毕业的澳大利亚学生，他们可能会打算继续留在香港。因为这个广告提供以下三点说服澳洲学生：</p> <p>1. 不管是要继续升学或者毕业以后马上去工作，在香港都会有很多选择，就像广告里说的“留在香港是最好的选择”</p> <p>2. 香港是一个重要的交通枢纽，从这可以很容易地到澳大利亚或者世界其它地方。</p> <p>3. 这家公司有很多相关学习提供给毕业生，帮助毕业生实现梦想。</p>	<ul style="list-style-type: none"> states a conclusion about how the audience may be influenced identifies a relevant context provides 3 examples that support these statements 	5	<ul style="list-style-type: none"> conveys meaning relevant to the question, allowing for few errors 	4
		<ul style="list-style-type: none"> states a conclusion about how the audience may be influenced identifies a relevant context provides 2 examples that support these statements 	4	<ul style="list-style-type: none"> conveys meaning relevant to the question, allowing for some errors 	3
		<ul style="list-style-type: none"> states a conclusion about how the audience may be influenced identifies a relevant context provides 1 example that supports one of these statements 	3		

Q	Sample response	The response:	M	The response	M
		<ul style="list-style-type: none"> states a conclusion about how the audience may be influenced identifies a relevant context <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> states a conclusion about how the audience may be influenced provides 1 example that supports this statement <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies that this is an advertisement provides 1 example that supports this identification 	2	<ul style="list-style-type: none"> conveys meaning relevant to the question through the use of some words and isolated phrases 	2
		<ul style="list-style-type: none"> states a conclusion about how the audience may be influenced <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies a relevant text <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in English, states a conclusion about how the audience may be influenced, identifies that this is an advertisement and provides 3 examples that support these statements 	1	<ul style="list-style-type: none"> conveys fragmented meaning <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in pin yin, conveys meaning 	1
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0		

Q	Sample response	The response:	M	The response	M
6	<p>这个广告用的字句友好和有帮助的，所以读者觉得他们可以信任作者。第一，这广告一开始就说“毕业不是结束，而是另一个新的开始”。学生们看了会开始为自己的前途做计划。</p> <p>第二，这广告里说“留在香港将是你最好的选择”，这让学生好奇为什么香港是最好的选择，并产生兴趣继续往下看。“香港是东西文化的交流中心”，在那生活的澳洲人可以作为文化融合的桥梁。除此之外，学生们也看到有不同方案做选择，有问题的时候可以联系公司。</p>	<ul style="list-style-type: none"> identifies tone provides 3 examples that support this identification 	4	<ul style="list-style-type: none"> conveys meaning relevant to the question, allowing for few errors 	4
		<ul style="list-style-type: none"> identifies tone provides 2 examples that support this identification 	3	<ul style="list-style-type: none"> conveys meaning relevant to the question, allowing for some errors 	3
		<ul style="list-style-type: none"> identifies tone provides 1 example that supports this identification 	2	<ul style="list-style-type: none"> conveys meaning relevant to the question through the use of some words and isolated phrases 	2
		<ul style="list-style-type: none"> identifies tone <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in English, identifies tone and provides 3 examples that support this identification 	1	<ul style="list-style-type: none"> conveys fragmented meaning <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> in pin yin, conveys meaning 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

Extended response in Chinese — Question 7 (21 marks)

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> how their future plans compare to friends' plans how they will keep in contact with friends what defines success within their peer group 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary and characters purposefully uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> title concluding remark/s 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> how their future plans compare to friends' plans how they will keep in contact with friends what defines success within their peer group elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a range of grammar uses a range of tenses, allowing for infrequent errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> title concluding remark/s 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> how their future plans compare to friends' plans how they will keep in contact with friends what defines success within their peer group 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary, allowing for infrequent errors uses a range of grammar, allowing for infrequent errors uses a range of tenses, allowing for infrequent errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above OR is in English. 	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> how their future plans compare to friends' plans how they will keep in contact with friends what defines success within their peer group elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary, allowing for some errors uses a range of grammar, allowing for some errors attempts to use a range of tenses mostly uses consistent register 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> how their future plans compare to friends' plans how they will keep in contact with friends what defines success within their peer group 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar, allowing for errors 	4		
<ul style="list-style-type: none"> mentions characters that could be used in a relevant response 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses repetitive vocabulary and grammar, with frequent errors 	3		

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses repetitive vocabulary and grammar, allowing for frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated characters 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		